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IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 76 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (CJ)

ED105367

searchlight

Relevant Resources in High Interest Areas

12 U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search presents guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students.
(76 document abstracts retrieved)

$1.50

CG 400 119

Vocational Counseling of Disadvantaged Students

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1970 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the EDRS Order Blank at the back of this packet.

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Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 069 070 EC 050 145

Parent Education/Parent Counseling; A Selective Bibliography. Exceptional Child Bibliography Series No. 631.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Exceptional Child Education, *Handicapped Children, Parent Child Relationship, *Parent Counseling, *Parent Education, Parent Influence, Parent Role, Parent School Relationship

The selected bibliography on parent education and parent counseling contains approximately 98 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation,

ED 070 017 CG 007 652

Extending Guidance and Counseling Services for the Mentally Handicapped.

New York State Personnel and Guidance Association, Inc., Latham.; New York State Teachers of the Mentally Handicapped, Inc.

Pub Date 72

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Services, *Counselors, Educable Mentally Handicapped, *Guidance Programs, *Mentally Handicapped, *Mental Retardation, Pupil Personnel Services, Special Education, Special Programs, Special Services

This paper contains reports prepared by counselors and teachers of the mentally retarded. The thesis of this paper is that the opportunity for the handicapped student to lead a productive life can only be accomplished through proper education, guidance, and counseling. Included are reports on the following: elementary counseling of educable mentally retarded children; the team approach for teaching the mentally retarded; a cooperative senior high school special education program; vocational guidance for the mentally handicapped; and general articles on counseling the mentally retarded. (WS)

ED 070 824 VT 018 015

Project CAREER/Career Development Process for the Handicapped. Interim Report (July 1, 1972-November 15, 1972).

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Oct 72

Note—112p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Behavioral Objectives, *Career Education, *Developmental Programs, Goal Orientation, *Handicapped Students, Inservice Courses, Integrated Curriculum, *Interdisciplinary Approach, Program Descriptions, Program Evaluation, Resource Materials, School Industry Relationship, State Programs, *Vocational Development

Identifiers—*Project CAREER

This interim report covers the first phase of Project CAREER, which is a federally funded exemplary project in vocational education focusing on the career development process for the handicapped. An interdisciplinary career education team for each of three local education agencies (LEA's) was established, composed of a special education teacher, a vocational teacher, and an academic teacher. Coordinated by an occupational resource specialist in each LEA, the team's orientation was accomplished at a 1-week summer conference and 4-week workshops in each LEA. Preliminary planning was done for developing a career education resource center and integrated career education curriculums for handicapped students. Behavioral objectives and performance objectives are being developed and examined, a pilot demonstration unit will be presented in October 1972, and community support is being enlisted. Short courses for in-service training and pre-service college courses have been developed. A program evaluation by a third party evaluator, conclusions, recommendations, and a wide range of resource materials are provided. (Illustrations deleted due to marginal legibility.) (AG)

ED 070 855 VT 018 269

Intensive Vocational Services in Guidance, Counseling, Placement, and Follow-Up. Final Report.

Preston County Board of Education, Kingwood, W. Va.

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Pub Date Oct 72

Note—114p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Area Vocational Schools, *County Programs, *Developmental Programs, *Disadvantaged Youth, Grade 9, Grade 10, High School Students, Inservice Programs, Instructional Innovation, Job Placement, Occupational Guidance, *Program Descriptions, Program Evaluation, Student Testing, Vocational Counseling, Vocational Development, *Vocational Education, Vocational Followup

Identifiers—*Appalachia, Career Awareness

This federally funded exemplary project in vocational education for an Appalachian county in West Virginia focused on developmental career planning for disadvantaged students in nine county high schools. Specifically concentrating on an integrated vocational curriculum for Grades 9 and 10, teacher-developed units were designed to orient Grade 9 students to the area vocational school and to the world of work. Students were given aptitude tests, and teaching techniques such as field trips, human resources, and audiovisual aids were employed. Post-testing after the 10-week orientation revealed student vocational interests, and the program evaluation indicated a need for an expanded vocational curriculum for Grade 10. Seven hours of inservice credit were given to the teachers, guidance counselors, consultants, and coordinators involved in curriculum development. A committee for program review and an advisory council acting as consultants for industry discussed the units. A 1-day personnel orientation meeting was held, during which a county-wide uniform grading system was developed. A sample curriculum unit and other resource materials are included. (AG)

ED 072 253 VT 018 736

Occupational Education Salvage: The Identification, Location, and Personal Guidance of Disadvantaged Students in Moore and Hoke Counties. Occupational Education Research Project Final Report.

Sandhills Community Coll., Southern Pines, N.C.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Counseling Services, *Disadvantaged Youth, Dropouts, Educational Counseling, Educational Disadvantagement, *Educational Programs, Guidance Services, High School Graduates, Low Income Groups, Pilot Projects, Post High School Guidance, Post Secondary Education, *Projects, *Rural Youth, Secondary Grades

Identifiers—Hoke County, Moore County, North Carolina

Summarized are the accomplishments of project personnel determined to broaden the educational realm of rural youths from low income families in Moore and Hoke counties so as to alleviate some of the prevalent poverty and unemployment experienced by the disadvantaged in the area. Two adult and two student counselors who were chosen for their competency, leadership ability, and socioeconomic backgrounds similar to the students, helped project personnel identify those youths who had recently dropped out of high school and those not planning to pursue their education further. Through effective counseling and guidance, counselors encouraged these youths to enroll in a community college program. A total of 682 students were identified as a target population and 46 were contacted. Twenty-four of the 46 students enrolled in the college, 11 to work toward completion of a high school diploma, and 13 in an occupational field. Financial aid was given to the students registered in regular college programs and commitments made to the others upon completion of the GED. Conclusions and recommendations are included. (SN)

ED 072 583 EC 051 032

Doyle, William C.

Counselors in Special Education.

Pub Date [72]

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselor Role, *Counselors, *Exceptional Child Research, *Handicapped Children, *Special Education Teachers

The functions of special education counselors were ranked in order of decreasing importance by educators in public schools throughout Texas. Questionnaires were mailed to 198 educators in 25 school districts; 79% of the subjects participated. Participating were 45 special education counselors, 19 directors of special education, 50 principals involved with special education counselors, and 43 experienced special education teachers. Median rankings and extension of the median tests (chi squares calculated) were used to evaluate the rankings. Overall general categories of counselor functions were ranked as follows: student counseling; student appraisal; consulting and counseling with parents; consulting with school staff members, and planning and development (both ranked as equally important); educational and occupational planning; public relations; and research and evaluation. (Author)

ED 076 847 VT 020 241

Martens, John

An Evaluation of the Selection of Disadvantaged Youth in Four Iowa Youth-Work Programs. Part II. Final Report. Research-Evaluation

Component of Project I-TRY (Iowa Training and Retraining of Youth).
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Spons Agency—Iowa State Manpower Development Council, Des Moines.
Pub Date Jul 69
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Employment Opportunities, Employment Programs, Family Background, Family Income, Family Structure, Individual Characteristics, *Program Effectiveness, *Program Evaluation, Summer Programs, *Youth Employment, *Youth Programs
Identifiers—Iowa, *Project Iowa Training and Retraining of Youth, Project ITRY

At the urging of the governor of Iowa, private business and industry plus interested citizens organized and funded four Project Iowa Training and Retraining of Youth (Project I-TRY) programs in many Iowa cities during the summers of 1967 and 1968. In assessing the effectiveness of the programs in reaching and selecting disadvantaged youth, analysis was made of: (1) personal and family characteristics of enrollees plus those who applied for employment but were not accepted, and (2) comparisons of family incomes as reported by the Iowa State Department of Revenue with the family income-family size guidelines for the various programs. The results revealed that a large portion of the enrollees in Project I-TRY programs were disadvantaged as indicated by such characteristics as coming from households with over six members and from families receiving welfare payments. The enrollees who were not economically disadvantaged according to the family income-family size guidelines were admitted to the programs because of special circumstances, such as personal, discipline, and family problems. Though 1,100 youth experienced employment, the Project I-TRY and other youth employment programs were inadequate in that many young people in these cities were still unemployed. A related report is available as VT 020 242 in this issue. (SB)

ED 076 848 VT 020 242
Palomba, Neil A. And Others
Description and Evaluation of Program: Characteristics and Followup of Participants, and Program Recommendations. Part III. Final Report. Research-Evaluation Component of Project I-TRY (Iowa Training and Retraining of Youth).
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Spons Agency—Iowa State Manpower Development Council, Des Moines.
Pub Date Jul 69
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Disadvantaged Youth, Employment Opportunities, Employment Programs, Family Background, Individual Characteristics, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Youth Employment, *Youth Programs
Identifiers—Iowa, *Project Iowa Training and Retraining of Youth, Project ITRY

At the urging of the governor of Iowa, private business and industry plus interested citizens organized and funded Project Iowa Training and Retraining of Youth (Project I-TRY) programs in many Iowa cities during the summers of 1967 and 1968 and during the 1968-1969 school year. The program gave youth from low and marginal income families a meaningful work experience, counseling, and training. They worked seven hours, four days a week, attended classes four hours a week, and were paid $1.25 per hour for both work and classes. This report contains: (1) descriptions of four Project I-TRY summer programs and five Project I-TRY year-round programs, (2) results of an internal evaluation of two Project I-TRY summer programs, (3) a summary of the supervisors' opinions of the four Project I-TRY summer programs, (4) a discussion of participant characteristics and the effectiveness of the Project I-TRY summer and year-round programs, and (5) recommendations for future youth work programs. An evaluation of four Project I-TRY summer programs is available as VT 020 241 in this issue. (SB)

ED 077 487 JC 730 125
Counseling: Bridging the Gap Between Reality and Expectations. A Report of the National Dissemination Project for the Community Colleges.
Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Counseling Effectiveness, *Counseling Programs, *Counselor Characteristics, *Disadvantaged Youth, Guides, Post Secondary Education

Ingredients in a successful community college counseling program are explored, and three exemplary programs are described. The community college counselor must be cognizant of the special needs and problems of minority/disadvantaged students who, generally, come from a poor academic background, need remedial or developmental assistance in language and mathematics skills, lack proper study habits and skills, are poorly motivated in traditional academic areas, lack clearly defined and realistic goals, and need financial assistance. The three exemplary programs contained the following key elements: (1) participation by all elements of the community college population, (2) a well-developed training program, and (3) an evaluative procedure. The programs were conducted by Los Angeles City College, the Vermont Regional Community College Commission, and El Centro Junior College, Dallas, Texas. (DB)

ED 078 163 VT 020 327
Project CAREER Process as It Relates Particularly to Project CAREER/Handicapped.
Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Report No—Pub-6087
Pub Date 27 Apr 73
Note—26p.; Paper presented at the Council of Exceptional Children's Annual Convention (51st, Dallas, Texas, April 27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Career Education, Data Bases, *Developmental Programs, *Handicapped Students, Lesson Plans, Occupational Clusters, Public School Systems, Skill Development, *Vocational Development
Identifiers—Massachusetts, *Project CAREER

Project CAREER is a federally funded program to develop computerized behavioral objectives which will have relevance for career education in the 15 Office of Education occupational clusters for a multi-faceted approach in teaching marketable skills. The computerized data bank will be made available to all Massachusetts school systems. One element of this project is Project CAREER/Handicapped, which is assembling data based on the six major groups identified as handicapped: mentally retarded, blind, emotionally disturbed, hearing impaired, physically impaired, and speech impaired. In examining the approximately 17,000 behavioral objectives validated by Project CAREER, Project CAREER/Handicapped ascertained that every skill could be taught to handicapped students. Use of the data bank is illustrated by the behavioral objective and lesson plan for a particular skill, that of changing oil and oil filter, which represents the occupational cluster identified as transportation and the occupational area demonstrated as automotive, with the occupation using the skill as service station attendant. When handicapped students are regarded as productive persons capable of learning and applying marketable skills, rather than as individual with special needs, the label or grouping of "handicapped" loses its significance and should be eliminated from the educational system. A related document is available as ED 070 824. (MF)

ED 078 231 AC 014 407
Berger, David G., Ed. And Others
Effective Vocational Guidance of the Adult Deaf. The Oregon Vocational Research Project June 1, 1966-August 31, 1970. Final Report.
Oregon State Board of Control, Salem.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Report No—RD-2081-S
Pub Date Nov 72
Note—326p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Adults, Career Planning, Counselor Role, Data Collection, *Deaf Research, Employment Problems, Norms, Participant Characteristics, *Psychological Tests, Research Design, Statistical Data, *Test Results, Test Validity, *Vocational Counseling
Identifiers—*Oregon

The data and findings of a four-year study designed to organize a battery of psychological tests for assessing the vocational adjustment of adult deaf and to establish the validity of the individual tests, as well as provide some information regarding their most economic and productive potential use, are presented. The study population was all possible adult deaf in the State of Oregon. The criteria for selection were: between 24 and 54 years old, with a pure tone hearing loss of at least 50 decibels in their unaided superior ear, and employable for three years prior to being contacted for inclusion in the study. A total of 483 adult deaf participated in the study. The tests used were the General Aptitude Test Battery, Bender Visual Motor Gestalt Test, Hearing Loss, Weingarten Picture Inventory, Closure Flexibility (Gottschaldt) Test, Gates Reading Survey, Craig Lipreading Inventory, Oregon Manual Communication Test, Berger Block Test, and Holdt Speech Characteristics Test. Norms for employable deaf adults for the tests used are provided. A minimum test battery is supplied. Results of the study show that the adult deaf participate cooperatively in research programs, are less competitive than the hearing population, show wide individual differences, differences among the employable deaf in personal history and test behavior are related to differences in work adjustment, and vocational adjustment is facilitated by identifying practical occupational objectives. Fifty tables provide the study data, and 39 plots are given of profiles of subject and test score variables. The report concludes with 14 appendixes and 154 references. (DB)

ED 080 624 UD 013 699
Bullock, Paul
Aspiration Vs. Opportunity: "Careers" in the Inner City. Policy Papers in Human Resources and Industrial Relations, Number 20.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 73
Note—176p.
Available from—Publications Office, Institute of Labor and Industrial Relations, Box 1 A, Ann Arbor, Mich. 48106 ($2.95)
Document Not Available from EDRS.
Descriptors—*Disadvantaged Youth, *Equal Opportunities (Jobs), Ghettos, Labor Force, Labor Market, *Low Income Groups, *Mexican Americans, *Negroes, Occupational Aspiration, Unemployment
Identifiers—California, East Los Angeles, Watts

This book is a report of the process by which young men in low income black and Chicano ghettos enter the labor market. Of the identifiable groups whose employment experience is reported and evaluated in official censuses and surveys, none has suffered a higher and more persistent rate of unemployment than has the minority youth labor force. Clearly there is a chronic problem of unemployment and underemployment which persists despite cyclical movements or even secular growth, in aggregate indices such as Gross National Product and total employment. Strong economic growth and full employment policies are necessary but not a sufficient condition for measurable improvement in the economic status of minority youth in central city ghettos. The research in this study encompassed close personal knowledge and contact of the group that was surveyed: young men and women living in the East Los Angeles and Watts areas. Interviews conducted focused on two subject categories: (1) the quantity and quality of labor market information received by young people and its effect on career aspirations and job search, and (2) the economic impact of the illegal "soft" drug (marijuana and pills) industry in the community. Based on these findings, chapters in the

report are devoted to an overview of youth labor market, counseling and school experience, perceptions about labor market, choosing a career, and special obstacles to youth employment. (Author/RE)

ED 081 950 CE 000 182

Harper, Dean H

The Relationship of Migrant Workers' Attitudes and Behavior to their Work Environment. Final Report.

Rochester Univ., N.Y. Dept. of Sociology

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development

Report No—DLMA-91-34-67-51-1

Pub Date 26 Apr 71

Note—42p

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 772, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Agricultural Laborers, *Behavior, Migrant Employment, Migrant Problems, *Migrant Workers, Occupational Aspiration, Subemployment, Underemployed, *Vocational Adjustment, *Work Attitudes, *Work Environment, Work Experience

A survey of the attitudes of migrant farm workers in two upstate New York farm camps revealed that while about two-thirds of them enjoyed farm work, about one-half of them felt that the farm worker had no chance in life and about 60% aspired to earn less than $1000 for the summer's work. In structured, systematic interviews, workers professed few complaints about farm work, but the open-ended and more intensive interviewing of a few workers revealed that exploitation characterizes nearly every aspect of the farm worker's life. (Author)

ED 081 156 EC 052 484

Wells, Douglas O.

Guidelines for Planning Post Secondary Training Programs for the Deaf Within Existing Community Junior Colleges. Final Report.

Delgado Coll., New Orleans, La.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C., Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 73

Note—129p

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aurally Handicapped, *Colleges, *Deaf, Deaf Interpreting, *Exceptional Child Education, *Program Descriptions, *Technical Education, Vocational Education, Young Adults

Described is a program to provide 202 young deaf adults with post secondary vocational and technical training in existing junior colleges. The program is explained to include utilization of special counseling, instructional, and interpreting services. Special courses are said to cover the areas of personal management (with topics such as budgeting and the opposite sex), occupational information (including the job interview and work habits), English, and a vocational survey course. Noted is the provision of interpreters to aid students and counselors. Program results are reported to have shown that 97 of the students (58%) completed their educational objectives and transferred to other colleges or entered the occupational world, that 44 (22%) of the students were still in training at the time of the report, and that the remaining 61 students (30%) left the program because of adjustment problems or personal reasons. Appended are forms used in the program such as the student orientation schedule and the trainee placement report. (DB)

ED 082 917 RC 007 391

Lebeaux, Charles N. *Salas, Gumecindo*

Latino Life and Social Needs: A Detroit Survey for the Latin American Secretariat of the Archdiocese of Detroit.

Archdiocese of Detroit, Mich., New Detroit, Inc., Mich.

Pub Date 73

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Demography, Employment, Health, Housing, Income, Language Ability, *Migrants, *Needs, *Spanish Speaking, *Vocational Adjustment, Youth Problems

Identifiers—*Detroit, Michigan

During 1972, a study was conducted for the Latin American Secretariat, Archdiocese of Detroit on the social service needs of the Latino population in the Detroit area. The study included surveys of the (1) services available to Chicano migrant laborers, especially "dropouts from the migrant stream"; and (2) agencies providing (or not providing) services, rather than a study of the social conditions and needs of Latino people. Data were collected through a home interview survey, an agency survey, and the 1970 United States Census. The purpose of the home interview survey was to obtain information from Latino people on their knowledge of social service programs, their use of such programs, and their need for social services. Data were obtained from 177 households in the Detroit area. In the agency survey, the data pertained to the number of Latino clients, physical accessibility of service, provisions for the Spanish speaking, extent of agency orientation to the community, and number and functions of Latino employees. Findings of the home survey are reported in the paper. Topics include demographic data, language abilities and problems, migrant stream dropouts, income status, problems of children and youth, employment and work adjustment, health and health care patterns, and views on housing. (NQ)

ED 083 480 95 CE 000 578

Schroeder, Paul E., Comp.

Vocational Education for the Handicapped: A Bibliography of ERIC Documents. Bibliography Series No. 20.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—33p

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability, *Annotated Bibliographies, Bibliographers, Career Education, *Exceptional (Atypical), *Handicapped, Handicapped Students, Job Training, Manpower Development, Special Education Teachers, *Vocational Education, Vocational Education Teachers, Vocational Retraining

The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of there major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents listed are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED 083 974 JC 730 270

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Disadvantaged.

California Community Colleges, Sacramento. Office of the Chancellor

Pub Date 9 May 73

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Community Colleges, *Disadvantaged Groups, Evaluation Techniques, Measurement Instruments, *Program Evaluation, Program Improvement, Questionnaires, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

The purpose of the COPES subsystem is the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the disadvantaged student, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on a college's services and offerings for the disadvantaged, (4) 3 other methods. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. A description of the instruments used in the system is presented. (CK)

ED 083 975 JC 730 271

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Handicapped.

California Community Colleges, Sacramento. Office of the Chancellor

Pub Date 9 May 73

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Evaluation Techniques, *Handicapped Students, Program Evaluation, Program Improvement, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

The COPES Subsystem for the handicapped attempts to improve the quality and availability of occupational education for the handicapped student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the handicapped student; (2) offering professional assistance in subsystem application; (3) encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped, and (4) two other methods. The application of the subsystem helps a college assess what exists in relation to what is desirable in occupational education for handicapped students. Application has the following steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

ED 084 708 EA 005 689

Searcy, Lee A.

Regional Programming for Differential Needs: Programs in Vocational Education and for Handicapped Pupils in New York State.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-73-2843

Note—38p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 684 through 688

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, *Educational Finance, Elementary Schools, *Handicapped Students, *Intermediate Administrative Units, Program Descriptions, Regional Cooperation, Regional Programs, School Organization, Secondary Schools, State School District Relationship, Symposia, *Vocational Education

Identifiers—New York, *State School Finance Reform

This paper describes the historical background of New York State's system of education and then considers developments leading to the present system. The present system involves three levels of educational governance within a 2-level governance system. Activities at each of the three levels—local, intermediate, and State—are described in detail, and expectations for the future roles of each of these levels is considered. The document centers its discussion on the expanding role of the intermediate Regional Boards of Cooperative Educational Services in the State. It describes the financing of such services and the

financing of vocational education and handicapped children programs at the regional level. (Author/DN)

ED 084 754 EC 060 633

Fraenkel, William A.

Preparing for Work.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date [73]

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Behavioral Objectives, *Checklists, Employment, *Exceptional Child Education, *Mentally Handicapped, *Vocational Education, Work Study Programs

The guide for educators, families, and mentally retarded young people offers four behavioral checklists to aid in the preparation of the retarded adolescent for employment. Parents are encouraged to help their children develop behaviors such as correctly dialing the telephone and using local transportation. Evaluated in the academic achievement checklist for the special class teacher are skills such as handling money and writing legibly. The guidance counselor's role is seen to include evaluating behaviors in interpersonal relationships such as accepting one's limitations and understanding the relationship between work and pay. The work-study specialist is said to be the person best able to help the student develop behaviors such as registering for employment and following up on newspaper want ads. (DB)

ED 085 550 95 CE 000 730

Career Education: Implications for Minorities. Proceedings of a National Conference (February 1-3, 1973, Washington, D.C.).

Nellum (A.L.) and Associates, Washington, D.C.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Contract—OEC-0-73-0708

Note—111p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Education, *Conference Reports, Conferences, Educational Finance, *Minority Groups, Speeches

The conference, whose proceedings are recorded in the document, met to fulfill a need observed at the 1972 National Policy Conference on Education for Blacks. It was apparent the following gaps in communication needed to be closed: providing minority leaders with information on the concept of career education as viewed by the Office of Education; providing the OE with a minority viewpoint on career education, and developing a dialogue between minority leaders, the National Advisory Council on Vocational Education, and OE on matters relating to education. To meet these objectives, the conference was called, and representatives from seven minority groups met with non-minority conferees. In open session, the implications of career education for minority groups and funding were discussed. Other related topics were discussed by panels and in small group sessions. Reports of statements by minority caucuses, which resulted in formal resolutions and position papers, are included. Twenty-three recommendations are offered to guide the development of the career education concept. In addition to verbatim transcription of the proceedings, the conference agenda and list of participants are included. (AG)

ED 086 693 SP 007 633

A Research Study of the Handicapped and Disadvantaged in Northern Worcester County Leading to a Pilot Program in Occupational Education and Career Development.

Barkley and Dexter Labs., Inc., Fitchburg, Mass.; Fitchburg State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education

Pub Date Jan 72

Note—262p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Career Education, Career Planning, *Disadvantaged Youth, Employment Patterns, *Handicapped Students, Job Market, *Occupational Guidance, *Vocational Education

This report describes a study of the present and future employment possibilities for the handicapped and disadvantaged in Northern Worcester County, Massachusetts. The report is divided into three sections: a) Career Education, b) Research Study, and c) Sampling. The first section introduces the principles of career education and their applicability to the handicapped and disadvantaged. A proposal is set down for the establishment of a Career Education Center at Fitchburg State College which would bridge the gap between schools and the job market. The second section presents the development of a method for determining future job opportunities for the handicapped and disadvantaged youth. This method includes three steps: a) sampling of specific information on future employment plans through interviews and discussions with employers, b) examining economic information which would affect the job market, and c) relating the national and state data to the local model. The last section presents a sampling of existing occupational education programs relating to career development in Northern Worcester County. The appendixes include charts of occupational clusters, a glossary of terms, questionnaires, and industrial classifications and occupational titles. (BRB)

ED 086 792 95 CE 000 790

Maxwell, David And Others

Career Education: Curriculum Materials for the Disadvantaged. Information Series Number 83.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—IS-83

Pub Date 73

Note—58p.; This material was originally produced as Appendix D of the unpublished Final Report for Project No. 20269, Grant No. OEG-072-4355

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Career Education, *Disadvantaged Youth, *Educational Needs, Educational Programs, Elementary Grades, *Instructional Materials, Post Secondary Education, Reading Level, Secondary Grades, Student Characteristics, Student Interests, *Student Needs

Identifiers—*Career Awareness

This paper discusses the characteristics and curriculum needs of disadvantaged students and examines curriculum materials for three levels, including career awareness (elementary level), career exploration (junior high level), and career preparation (senior high, post secondary, and adult levels). Curriculum and instructional materials used in educational programs for the disadvantaged will be successful only if they are specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs. Materials should be in keeping with the reading and interest levels of students, and the materials need to be adapted to the culture of the student by reflecting the language, environment, and experiences of the student. The instructional program should be functionally rooted in the community, which necessitates consultations regarding curriculum needs with community representatives from business, industry, health services, crafts and trades, other labor groups, and public agencies. Teachers of the disadvantaged must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be practical and basic in nature. An annotated bibliography of selected instructional materials is appended. (Author/VT)

ED 086 798 CE 000 801

Leonard, George E. Rayburn, Wendell G.

Career Education: Disadvantaged Students.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—IS-82

Pub Date 73

Note—25p.

Available from—Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Career Planning, Curriculum Design, *Disadvantaged Youth, Elementary Grades, *Occupational Information, Relevance (Education), Secondary Grades, Vocational Development, Vocational Education

This article presents a rationale for the initiation of the career education movement in discussing the increasing emergence within the last few years of technological advances in America. Comprehensive and vocationally oriented, career education is designed to provide students with opportunities and experiences which will prepare them to become economically self-sufficient and worthwhile citizens. Because of its structure, career education is particularly tailored to meet the needs of the disadvantaged youth. His participation in its programs at the various grade levels will provide for him the experiences he needs to develop vocational skills, social interaction skills, personal independence, and self dignity. Specifically, career education would build basic subjects in Grades 1 through 12 around career opportunities and labor market requirements. Included in its scope are provisions for: (1) career orientation at the elementary level, (2) job exploration at the junior high level, and (3) job preparation or post-secondary study at the senior high level. (Author/VT)

ED 087 157 EC 061 140

Kakalik, James S. And Others

Services for Handicapped Youth: A Program Overview.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No—R-1220-HEW

Pub Date May 73

Note—352p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Agencies, *Exceptional Child Education, *Government Role, *Handicapped Children, Institutions, *Program Evaluation, *Services

Identifiers—Delivery Systems

Presented is the Rand Corporation's cross-agency evaluation of government programs which serve approximately 9 million mentally or physically handicapped youth aged 0 to 21 years. Programs are grouped into areas by the five types of agencies administering them: health, education, welfare, vocational rehabilitation, and mental health and retardation. Services provided are said to include prevention, identification, direction to service providers, counseling, medical treatment, education, special training, vocational training, job placement, creation and provision of special aids or equipment, recreation and social activity, personal care, income maintenance, training of personnel, construction of facilities, and research and development. It is reported that nearly 5 billion dollars are spent annually on services for the handicapped. Provided is a descriptive overview of the population of handicapped youth, the structure and functioning of the service delivery system, current state and Federal service programs, and resources devoted to various categories of handicapped youth. Identified are major problems of the present service system, both in the services delivery systems and in the institutional structure of the programs. Noted are recent expansions of federal, state, and local government service programs and expenditures. Discussed are major problems such as inequities of services, gaps in service, insufficient knowledge, inadequate or deficient control, and insufficiency of resources. (Author/DB)

ED 087 174 EC 061 210

Services for Children and Adults Who Have Physical or Mental Handicaps in Addition to Visual Loss; Policy Statement.

American Foundation for the Blind, New York, N.Y.

Pub Date Oct 68

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Services, *Exceptional Child Services, *Multiply Handicapped, Normalization (Handicapped), *Public Policy, *Visually Handicapped

Identifiers—*American Foundation for the Blind

The policy statement by the American Foundation for the Blind deals with services for children and adults who have physical or mental handicaps in addition to visual loss. Noted are difficulties in providing appropriate services to the multiply handicapped. It is stated that optimum independence should be the goal of services for the multiply handicapped; that comprehensive services should include medical, social, educational, and vocational assistance; and that schools and agencies across the country should cooperate in providing adequate diagnostic and treatment services for the multiply handicapped. (DB)

Journal Articles

EJ 066 055 090 VT 504 190
The Inner Life: A New Dimension of Rehabilitation Wax, John, *Journal of Rehabilitation*, v38 n6, pp16-18, Nov-Dec 72
*Rehabilitation, *Handicapped, *Techniques, *Personal Growth, *Mental Development, Social Values, Need Gratification, Individual Development, Personal Values
Ten techniques are described for encouraging the development of inner resources for the disabled whose achievement and interaction are limited. (MU)

EJ 067 345 490 CG 505 069
Readiness for Vocational Planning in Junior High School: A Socio-Economic and Geographic Comparison Campbell, Robert E.; Parsons, Jean L., *Journal of Vocational Behavior*, v2 n4, pp401-417, Oct 72
*Career Planning, *Junior High School Students, *Socioeconomic Status, *Disadvantaged Youth, *Geographic Regions, Vocational Development, Occupational Choice
It was concluded that (1) students exhibited a readiness for planning in several indices; (2) important differences between disadvantaged and nondisadvantaged students did not favor one group; (3) the community is a critical control variable in the study of disadvantagement; and (4) educational programs need to be more responsive to the life career needs (Author)

EJ 067 972 150 AC 502 201
Job Center Does A Job Giusti, Frank, *Training in Business and Industry*, v9 n11, pp44-7, Nov 72
*Disadvantaged Groups, *Trainees, *On The Job Training, *Individualized Instruction, *Training Techniques, Skill Centers, Job Skills
United Aircraft's training program teaches basic skills to the disadvantaged after they have been hired. (RK)

EJ 068 292 240 EC 050 589
A Job Placement Procedure for the Mentally Retarded Sigler, Gary R.; Kokaska, Charles J., *Education and Training of the Mentally Retarded*, v6 n4, pp161-6, Dec 71
*Exceptional Child Services, *Mentally Handicapped, *Job Placement, *Guidelines, *Employment

EJ 068 743 350 SE 507 218
Office of Education Plans for a Marketable Skill for Every Student Hawkins, Mary E., *Science Teacher*, v39 n9, pp23-24, Dec 72
*Careers, *Career Opportunities, *Career Planning, *Employment Opportunities, Education, [U.S. Office of Education]
Major goal of USOE is for every student who leaves high school to have a marketable skill or preparation to enter advanced educational programs. Efforts are centered around four modes for developing a national program: school-based, employer-based, home/community-based, and rural residential career. (DF)

EJ 069 361 090 CG 505 222
Work Adjustment and the Educable Mentally Retarded Adolescent Niziol, Ursula M.; DeBlassie Richard R., *Journal of Employment Counseling*, v9 n4, pp158-166, Dec 72
*Vocational Adjustment, *Adolescents, *Mentally Handicapped, *Mental Retardation, *Educable Mentally Handicapped, Interpersonal Relationship, Job Satisfaction, Personal Adjustment
Various attempts to measure the vocational adjustment of educable mentally retarded adolescents are reported. Most research was found to be restricted to the identification of problems in job adjustment or the skills and habits which contributed to such adjustment. Most maladjustments were, in general, attributed to poor interpersonal skills. (Author)

EJ 070 640 490 VT 504 462
Social Planning for Disability Haber, Lawrence D., *Journal of Human Resources*, v8, pp33-55, 73
*Handicapped, *Employment Opportunities, *Public Policy, *Social Planning, Poverty Programs, Social Problems, Rehabilitation Programs, Welfare Recipients, Welfare Services
The implications for social planning are discussed in relation to income maintenance, rehabilitation, and work opportunity and job adaptation programs, with particular emphasis on the need for early contact and coordination of services. (Editor)

EJ 071 341 150 AC 502 326
Upgrading the Disadvantaged Barber, G. Russell, Jr.; And Others, *Training and Development Journal*, v27 n2, pp14-6, Feb 73
*Disadvantaged Groups, *Employment Qualifications, *Promotion (Occupational), *Criteria, *Identification, Participant Characteristics
Identification of promotion characteristics which can lead to more open job mobility systems. (Editor)

EJ 071 389 180 AC 502 327
Evaluation of Programs to Facilitate Effective Performance of the Disadvantaged Worker Holley, William H., Jr., *Training and Development Journal*, v27 n2, pp18-21, Feb 73
*Program Evaluation, *Employment Practices, *Disadvantaged Groups, *Performance, *Employment Programs, Employment Problems, [Vestibule Training]

EJ 071 522 240 EC 050 623
Supervised Living in the Community and Residential and Employment Stability of Retarded Male Juveniles Kraus, J., *American Journal of Mental Deficiency*, v77 n3, pp283-90, Nov 72
*Exceptional Child Research, *Mentally Handicapped, *Boarding Homes, *Supervision, *Males, Educable Mentally Handicapped, Adolescents, Community Role, Social Adjustment, Job Satisfaction, Delinquency

EJ 072 171 420 UD 502 035
Self-Concept Development--The Key to Helping Disadvantaged Youth Enter the Mainstream McCormick, Marijo K.; Williams, Juanita H., *Idea*, , pp2-5, W 72
*Self Concept, *Disadvantaged Youth, *Cultural Factors, *Social Values, *Personality Development

EJ 072 763 140 AA 514 916
Career Education - For the Disadvantaged Bakker, Harry; Spence, Norvin R., *Thrust for Education Leadership*, v2 n3, pp28-33, W 72
*Career Education, *disadvantaged Youth, *Career Choice, Career Planning, Tables (Data), Elementary Schools, Secondary Schools
Modesto Public Schools, California, designed a career education project for the disadvantaged youth aimed at creating opportunities for occupational clusters and improving skills in the basic subject areas. (LS)

EJ 072 921 140 VT 504 565
Career Education For The Handicapped D'Alonzo, Bruno J., *Illinois Career Education Journal*, v30 n2, pp34-37, W 1973
*Career Education, *Models, *Handicapped, *Student Needs, Cooperative Education, Professional Personnel
A new model to deliver new services. (Editor)

EJ 074 703 240 EC 051 168
The Blind Teacher in the Educational Job Market McGreal, Thomas L.; Wiseman, Dennis, *New Outlook for the Blind*, v67 n2, pp80-3, Feb 73
*Exceptional Child Education, *Blind, *Teachers, *Job Placement, *Employment Opportunities, Visually Handicapped, Handicapped, Interviews, Guidelines

EJ 075 829 090 CG 505 632
Counseling for Life Skills Development in the Disadvantaged Adult: A Review Giroux, Roy F.; Pietrofesa, John J., *Canadian Counselor*, v7 n1, pp2-8, Jan 73
*Skill Development, *Disadvantaged Groups, *Adult Counseling, *Adult Basic Education, *Adult Programs, Talent Development
This article provides an overview of research relevant to the disadvantaged adult. A majority of the disadvantaged are excluded from participation in educational programs because of the nature of current educational programs, e.g., prerequisites to training. Inadequate background is highly related to unemployment and low aspirational levels. A vicious cycle develops. The implications for education and counseling are explored. (Author)

EJ 076 319 240 EC 051 434
Helping Blind Persons to Find and Prepare for Employment Kenmore, Jeanne R., *New Outlook for the Blind*, v67 n3, pp111-15, Mar 73
*Exceptional Child Education, *Blind, *Employment, *Employment Opportunities, *Job Skills, Visually Handicapped, Job Placement, School Role, Government Role
The article, based on a speech given to a biennial conference of agencies and schools for the blind in France, discusses the roles of governments and schools in providing job training and job opportunities for blind persons. (GW)

EJ 079 636 240 EC 051 503
A Structured Approach to Independent Living

Training for Young, Multiply Handicapped, Deaf Adults Rice, B. Douglas; Milligan, Tim, *Journal of Rehabilitation of the Deaf*, v6 n4, pp38-43, Apr 73

*Multiply Handicapped, *Deaf, *Rehabilitation Programs, *Personal Adjustment, Exceptional Child Education, Aurally Handicapped, Adolescents, Young Adults, Program Descriptions, [*Daily Living Skills]

EJ 079 927 270 VT 504 900
Handicapped Become First-Class Citizens at St. Paul's O.T.C. Durand, John; And Others, *School Shop*, v32 n9, pp32-35, May 73

*Handicapped, *Job Training, *Educationally Disadvantaged, *Disadvantaged Groups, *Vocational Education, Vocational Rehabilitation, Work Attitudes, Program Descriptions, Sheltered Workshops, Job Placement

Describes the program of the Occupational Training Center in St. Paul, Minnesota. (SB)

EJ 080 205 410 VT 504 970
Career Development for Deaf Adults: Blue Hills Breaks the Communications Barrier Dwyer, William A., *American Vocational Journal*, v48 n5, pp37-39, May 73

*Adult Vocational Education, *Deaf Education, *Experimental Programs, *Welding, Team Teaching, Handicapped Students, Vocational Development, [*Blue Hills Regional Vocational Technical School, Vocational Education Amendments of 1968]

Describes in detail an experiment in team teaching that integrated deaf adults into a regular welding class and led to a career development program for adults with all types of physical and mental handicaps. (Editor)

EJ 080 507 010 UD 502 408
Occupation Aspirations Among the Totally Blind Hyman, Herbert H.; And Others, *Social Forces*, v51 n4, pp403-416, Jun 73

*Occupational Aspiration, *Blind, *Blind Children, *Negroes, *Caucasians, Communication Problems, Socialization, Self Concept, Self Esteem, Occupational Choice

Neither ignorance and fantasy nor the sense that the subjects of this study (both Negro and white children) have been labeled and consigned to a brutish existence have, in fact, shaped their approach to a career; special processes of socialization and of communication lead to the setting of high but not unrealistic goals. (Authors)

EJ 081 304 240 EC 051 814
Integrating Deaf Students for Career Education Hehir, Richard G., *Exceptional Children*, v39 n8, pp611-8, May 73

*Exceptional Child Education, *Deaf, *Regular Class Placement, *Vocational Education, *Program Descriptions, Aurally Handicapped, Secondary School Students, Success Factors

EJ 081 379 240 EC 052 065
A Diversified Cooperative Work-Experience Program for Blind and Multiply Handicapped Blind Students Tremble, Judith T.; Campbell, Lawrence F., *New Outlook for the Blind*, v67 n5, pp216-19, May 73

*Exceptional Child Education, *Blind, *Multiply Handicapped, *Work Study Programs, *Program Descriptions, Visually Handicapped, Secondary School Students, Vocational Education

EJ 081 381 240 EC 052 067
The Self-Reliance Institute: Filling the Gap in Work Experience Laurence, Marilyn, *New Outlook for the Blind*, v67 n5, pp221-5, May 73

*Exceptional Child Education, *Blind, *Vocational Education, *Self Esteem, *Program Descriptions, Visually Handicapped, Adolescents, Young Adults, Work Study Programs, Institutes (Training Programs)

An intensive 5-week residential, vocational program sought to establish a "boot camp" environment in which great demands were made upon 27 blind students (15- to 20-years-old), forcing them to achieve through a heightening of self-awareness and self-esteem. (Author/DB)

EJ 083 625 UD 502 542
Career Education and Minorities Chisholm, Shirley, *New Generation*, v55 n1, pp26-28, W 73

*Racial Discrimination, *Social Discrimination, *Career Education, *Educational Policy, *Educational Planning, Sex Discrimination, Educational Opportunities, Economic Opportunities, Employment Opportunities, Private Agencies

Discusses some issues which are relevant to considerations of what career education is supposed to be. (IM)

EJ 083 682 VT 505 157
Designers' Den: A Wage-Earning Clothing Construction Program for Disadvantaged Adolescents Rhodes, Elizabeth Ann; Miller, Mary Frances, *Journal of Home Economics*, v65 n6, pp29-32, Sep 73

*Educational Programs, *Clothing, *Construction (Process), *Disadvantaged Youth, *Employment Programs, Clothing Design, Employment Opportunities, Business Skills, Merchandising, Occupational Home Economics

EJ 084 076 CG 506 118
Culturally Disadvantaged and Medically Disabled Clients Katz, Solly, *Rehabilitation Counseling Bulletin*, v17 n1, pp58-64, Sep 73

*Rehabilitation Counseling, *Culturally Disadvantaged, *Vocational Rehabilitation, *Rehabilitation Centers, *Counseling Effectiveness, Rehabilitation

The results of this study provide evidence for the feasibility of expanding rehabilitation services to meet the needs of culturally disadvantaged individuals for the variables investigated, the traditional vocational rehabilitation process appeared to be even more effective for serving the culturally disadvantaged group than the disabled group. (Author)

EJ 084 177 CG 506 218
The Texas Rehabilitation Commission: A Resource For High School Counselors Thayer, Ted. M.; And Others, *Texas Personnel and Guidance Association Journal*, v2 n2, pp104-107,110, Sep 73

*Vocational Rehabilitation, *Handicapped Students, *Teamwork, *Counseling Services, *School Community Programs, Rehabilitation Counseling, Secondary School Counselors, Counselor Role

In recognition that transition from high school to the world of work or higher education often represents a difficult period of adjustment, particularly for the handicapped student, guidance services for the handicapped student must provide the basis for a continuum of services extending well past termination from high school. This article shows how the school counselor and the vocational rehabilitation counselor can work together to effect quality services for handicapped students. (Author)

EJ 084 258 CG 506 299
Behavior Modification And Training The Disadvantaged Job Interviewee Keil, E. C.; Barbee, J. R., *Vocational Guidance Quarterly*, v22 n1, pp50-55, Sep 73

*Behavior Change, *Training, *Disadvantaged Groups, *Interviews, *Employment Potential, Employment Opportunities, Interpersonal Competence

Disadvantaged job-ready clients who were trained for effective job interviews showed significant improvement over control subjects in areas of responsiveness, honesty, and self-confidence. (Author)

EJ 084 510 EC 052 291
Basic Legal Aspects in Providing Medical, Educational, Social, and Vocational Help to the Mentally Retarded Dybwad, Gunnar, *Journal of Special Education*, v7 n1, pp39-50, Spr 73

*Exceptional Child Services, *Mentally Handicapped, *Civil Rights, *Historical Reviews, *International Organizations, Civil Liberties, Equal Education

Reviewed historically are international efforts on behalf of mentally handicapped (MH) children culminating with the present work of the International League of Societies for the Mentally Handicapped to change legislation and thus secure MH persons' rights in various countries. (MC)

EJ 085 596 CE 500 092
Career Education and Minority Students De los Santos, Alfred G., Jr., *Illinois Career Education Journal*, v31 n1, pp10-14, Aut 73

*Career Education, *Minority Groups, *Mexican Americans, *Community Colleges, Vocational Counseling, Curriculum Development, Career Choice

Problems with the implementation of the concept of career education are discussed with reference to the special needs of Mexican Americans

EJ 087 142 AA 516 802
Communication in Vocational Rehabilitation Leary, Paul, *Journal of Research and Development in Education*, v6 n4, pp13-20, Sum 73

*Communication (Thought Transfer), *Vocational Rehabilitation, *Counselors, *Educational Research, Federal Programs, State Programs, Decision Making, Educational Accountability, Research Utilization

Considered rehabilitation programs that are designed to provide various services to the handicapped and the effect of implementing a communications network. (RK)

EJ 087 224 AA 517 016
Attitudes and Rehabilitation Punke, Harold H., *Intellect*, v102 n2352, pp116-18, Nov 73

*Rehabilitation, *Attitudes, *Program Development, *Public Opinion, *Vocational Rehabilitation, Social Attitudes, Cultural Awareness

Article considered three areas of attitudes that seemed important in the relationship they have for concepts of rehabilitation. (Author/RK)

EJ 087 337 CE 500 175
Disability Clustering and Behavior Interactions in Vocational Rehabilitation Walls, Richard T., *Rehabilitation Research and Practice Review*, v4 n2, pp81-87, Spr 73

*Vocational Rehabilitation, *Sociometric Techniques, *Behavior Rating Scales, *Handicapped, Visually Handicapped, Hearing Loss, Mental Retardation, Orthopedically Handicapped, Psychopathology, Cluster Grouping

A sociometric study of 70 male and 32 female vocational rehabilitation clients at the West Virginia Rehabilitation Center concluded that clients with visual, hearing, mental retardation and orthopedic disabilities were found to associ-

ate most with others having that same disability; however, this was not true for psychoneurotic clients. (EA)

EJ 087 549 CG 506 514
Expanding Educational Opportunities for Disadvantaged College Students Swick, Kevin J., *College Student Journal (Monograph)*, v7 n2pt 2, pp1-7, Sep/Oct 73
*Educational Opportunities, *Disadvantaged Youth, *College Students, *Program Descriptions, *Compensatory Education, Higher Education, Social Change
Presents an overview of major programs in higher education directed at helping the disadvantaged, makes a critical assessment of each, makes recommendations for looking into the future, and emphasizes the notion that the educational system is a reflection of the wider social system and conditions that exist. (Author/CJ)

EJ 087 816 EC 060 035
Mediated Career Education at the Marie H. Katzenbach School for the Deaf Lenox, James; Hamilton, Ronald, *American Annals of the Deaf*, v118 n5, pp531-37, Oct 73
*Exceptional Child Education, *Aurally Handicapped, *Career Education, *Audiovisual Aids, *Building Design, Special Schools, Program Descriptions, Media Technology, Acoustics
A comprehensive career education program which uses varieties of audiovisual aids for aurally handicapped students, 4 through 21 years of age, at the Marie H. Katzenbach School for the Deaf is described. (MC)

EJ 087 819 EC 060 038
We Don't Hear You Breen, Catherine, *American Annals of the Deaf*, v118 n5, pp549-50, Oct 73
*Aurally Handicapped, *Employment Opportunities, *Discriminatory Attitudes (Social), *Career Education, Exceptional Child Education, Motivation
Just as the "company black" and the "company woman" demanded their place in industry and later were treated as any other employee, so must deaf persons demand employment and prepare themselves to be employed. (MC)

EJ 087 821 EC 060 040
Exploration of Career Requirements Through Media Drake, Dennis, *American Annals of the Deaf*, v118 n5, pp558-60, Oct 73
*Exceptional Child Education, *Aurally Handicapped, *Career Education, *Educational Programs, *Instructional Media, Vocational Education, Special Schools, [Iowa]
The Iowa School for the Blind offers both academic and vocational programs featuring instructional media in a 13 year period. (MC)

EJ 087 823 EC 060 042
A Public School Program of Economic Independence for Special Education Students Greenspan, Stanley; Horvath, Richard, *American Annals of the Deaf*, v118 n5, pp567-84, Oct 73
*Exceptional Child Education, *Aurally Handicapped, *School Districts, *Work Study Programs, *Career Education, Curriculum, Resource Centers, Special Education Teachers, Employment Opportunities, [California]
Described is the vocational education and work experience program for 1600 handicapped students, 3 to 21 years of age, in the Mount Diablo School District in California, and emphasized is the component for 100 aurally handicapped students in preschool through high school. (MC)

EJ 087 824 EC 060 043
Career Education at the Oregon State School for the Deaf Speed, Waneta, *American Annals of the Deaf*, v118 n5, pp585-8, Oct 73
*Exceptional Child Education, *Aurally Handicapped, *Career Education, *Instructional Media, *Visual Aids, Vocational Education, Special Schools, Films, Work Study Programs, [Oregon]
In the career education program of the Oregon State School for the Deaf, students from preschool through grade 12 utilize a variety of media to prepare for real life goals. (MC)

EJ 087 825 EC 060 044
Play Now Paid Later Warburton, Starla, *American Annals of the Deaf*, v118 n5, pp589-91, Oct 73
*Exceptional Child Education, *Aurally Handicapped, *Play, *Career Education, Early Childhood Education, Cognitive Development
Play in nursery school programs stimulates aurally handicapped students in cognitive, affective, and psychomotor dimensions and also provides opportunities for career exploration. (MC)

EJ 087 829 EC 060 048
Summary Propp, George, *American Annals of the Deaf*, v118 n5, pp617-24, Oct 73
*Exceptional Child Education, *Conference Reports, *Career Education, *Deaf, *Instructional Media, Aurally Handicapped, Program Planning, Employment Opportunities, Vocational Education
Reviewed are significant issues discussed in the symposium on career education and educational media for the deaf student in 1973.

EJ 089 508 **EC 060 167**
An Interest Inventory for the Visually Handicapped **Bauman, Mary K., *Education of the Visually Handicapped*, v5 n3, pp78-83, Oct 73**
***Exceptional Child Research, *Visually Handicapped, *Young Adults, *Occupational Choice, *Interest Tests**

EJ 090 834 CG 506 607
A Challenging Decade For Employment Counselors Fantaci, Anthony, *Personnel and Guidance Journal*, v52 n3, pp161-166, Nov 73
*Employment Projections, *Manpower Development, *Disadvantaged Groups, *Employment Counselors, *Vocational Counseling, Employment Services, Job Satisfaction, Vocational Development, Job Placement
The employment counselor outlook for this decade is good if the needs of youth, older workers, women, and the handicapped are provided for. Short-term curtailment and redirection of counseling staff in state agencies will result from the phasing down of categorical programs and from funding restraints. In the long run, though, there will be a substantial increase in jobs for employment counselors. (Author/EK)

EJ 090 849 CG 506 622
Use of Job Simulation Kits with WIN Enrollees Showalter, John M., *Journal of Employment Counseling*, v10 n4, pp192-195, Dec 73
*Occupational Choice, *Economically Disadvantaged, *Vocational Interests, *Work Experience, Occupations, Job Skills, Problem Solving, [*Work Incentive Program (WIN)]
An experimental and a control group took a two and one-half week vocational orientation and assessment program which for the experimental group had higher scores on the average on a 14-point rating scale developed to measure effectiveness of the Job Experience Kits. (EK)

EJ 090 912 CG 506 685
Vocational Preparation of The Hardcore Unemployed: The Token Economy Sandler, Jack; Turner, Walter L., *Rehabilitation Counseling Bulletin*, v17 n2, pp79-91, Dec 73
*Rewards, *Employment Problems, *Labor Economics, *Vocational Rehabilitation, Case Studies, Unemployed, Job Market, Underemployed, Inner City, Vocational Counseling
This article describes a demonstration project designed to assist in the upgrading of job skills among hardcore, inner-city, underemployed clients. The token economy procedure is described and its use in the present study is detailed. (Author)

Doctoral Dissertations

A PROGRAM ATTEMPTING TO ENCOURAGE MORE REALISTIC VOCATIONAL ASPIRATIONS AMONG HANDICAPPED UNIVERSITY STUDENTS

Standley Lewis BIVENS, Ph.D.
The University of Texas at Austin, 1972

Supervisor: Gordon V. Anderson

Because of the author's own experiences, both as a physically handicapped client and as a University psychotherapy intern, it was hoped that a vocational counseling program might be conceived to provide more effective vocational counseling for handicapped students. Essentially, it seemed to the author that such counseling should require more attention focusing on emotional and psychosocial problems, given the oft-times "helpless," dependent, passive-aggressive, etc., orientation of many students in this population. Handicapped individuals are often prone to a more negative self-image, this generally being an awareness of such views reflected to them by the more healthy, "normal" population.

Accordingly, three groups of physically handicapped U.T. students were randomly selected and placed into one experimental and two control groups. The experimental, and one control, group was given a small test battery consisting of the California Psychological Inventory; the Rotter Internal-External Locus of Control Scale; and the Strong Vocational Interest Blank. The second control group was neither tested nor counseled. The experimental group was then randomly divided equally among four different vocational counselors, each counselor having varying degrees of psychotherapeutic experience. These counselors attempted to encourage realistic vocational aspirations with their respective clients; hopefully, more realistic than the client's previously declared vocational choice.

Results were disappointing in that they were inconclusive. Judgments on vocational choices declared before counseling and/or testing as rated against post-choices, revealed no significant differences between groups or counselors; these ratings were made, using a modification of a rating scale developed by Chernow (1955), by three judges considered professionals in the field. The reliability of the judges was good, ranging from .39 - .85 across nine subscales, and the rating device was consistent, items correlated .75 with the whole test. Possible reasons for the generally negative findings could be assumed the result of a variety of factors: among them were that not enough specific background information was collected upon which raters might have made more precise judgments; that experimental clients were not given enough post counseling interview time to make possible changes before being questioned regarding possible changes in vocational choices; or that initial vocational choices may have been quite "realistic" to begin with, leaving little room for improvement.

Order No. 73-7507, 89 pages.

REHABILITATION FACILITY ATTENDANCE OF THE DISADVANTAGED: A COMPARISON OF TANGIBLE AND INTANGIBLE REINFORCERS

Robert Hill COUCH, Ed.D.
Auburn University, 1973

Chairman: Conrad M. Allen

The purpose of this study was to compare tangible and intangible reinforcers in increasing attendance behavior of disadvantaged rehabilitation facility clients. Seventy-five subjects from a population of 129 clients enrolled in programs of the Atlanta Employment, Evaluation, and Service Center were randomly assigned to three groups. Following random assignment of treatments (a tangibly reinforced experimental group A; an intangibly reinforced experimental group B; and a control group C), the two experimental groups were positively reinforced for attendance behavior during a 15 day treatment period. Utilizing a token economy system, experimental group A subjects could purchase tangible concrete items from a token exchange store. Special activities, social reinforcement and access to a time out room were provided for experimental group B.

A one way analysis of variance was employed in comparing the attendance rates of individuals in the three groups during the final eight treatment days and at a 30 day post treatment follow-up. No significant differences in the attendance rate of individuals in the three groups were found and the major null hypothesis and the two null subhypotheses were retained.

An analysis of variance of group attendance rates on each of the final eight treatment days yielded significant between group differences beyond the .05 level of confidence. Further analysis of these differences indicated significant differences between the tangible and intangible reinforced groups ($p. < .05$) favoring tangible reinforcement. The attendance of each experimental group was significantly superior to that of the control group ($p. < .01$). Order No. 73-16,257, 113 pages.

TRADITIONAL vs COMPUTER BASED VOCATIONAL GUIDANCE AND COUNSELING SYSTEMS: IMPLICATIONS FOR DISADVANTAGED YOUTH

Elridge Moses JAMES, Ph.D.
Michigan State University, 1973

Purpose of the Study

This study investigated some of the potential benefits of the Educational Career Exploration System (ECES) to high school students from disadvantaged home environments. The students were assigned to this method of vocational guidance and counseling as they entered the ninth grade. The group was compared with a similar group of students who were being helped in their vocational choice and planning by means of a traditional counselor-counselee approach.

Procedures

The sample consisted of a total of three hundred and forty-six (346) eleventh grade students from five high schools in

Genesee County, Michigan. These schools were selected on the basis of the extent of federal (ESEA Title III) support allocated to the for operation during the 1972-73 fiscal year and their location in predominantly 'disadvantaged' areas. All schools were participating in a pilot project which utilized a computer based career decision-making and planning approach. The sample for the study included one hundred and ninety-four (194) students from three schools consisting predominantly of black students and one hundred fifty-two (152) students drawn from two schools composed predominantly of white students. One hundred and eighty-eight, (ninety (90) males and ninety-eight (98) females) were drawn from participants in the ECES and one hundred fifty-eight (seventy-one (71) males and eighty-seven (87) females) were drawn from the sample of students engaged in traditional counseling. Each subject responded to a questionnaire designed to collect information related to their expressed stability of decision about careers, feeling of personal involvement in their career decision-making, and attitude with respect to the method of counseling in which they were assigned.

Analysis

Six primary hypotheses were considered. These attempted to identify significant differences in responses concerning the following areas: (1) frequency of changes in career choices, (2) overall certainty with their current choice, (3) feelings of personal involvement in the decision making process, (4) flexibility in entering a variety of jobs as a result of knowledge of various related jobs available to them, (5) preference for the career guidance and counseling method to which they were exposed, and (6) instances of movement within versus outside versus both within and outside occupational families in the process of their decision making. Independent variables were method of counseling, frequency of interaction, and sex of subjects.

A multivariate analysis of variance at an alpha level of .05 was used to test five of these hypotheses. Responses related to the third hypothesis (instances of movement within as compared with outside or both within and outside of occupational familes) was analyzed by means of a univariate analysis of variance procedure also with an alpha level of .05. Student grade point average over the three year period was used as a covariate in the two types of analyses. Chi square analyses of responses on additional items were used to elucidate the above results.

Two additional multivariate analyses of variance were performed (alpha = .05) to test whether or not there were differences in student evaluations of ECES and Traditional counseling which related to individual participating schools, racial composition (black versus white) of schools, and high school program (college preparatory versus general academic versus vocational) in which they were enrolled.

Findings

Analysis of the data supports the following statements of findings:

(1) There are apparent significant differences dependent on assignment to Traditional as compared with the ECES method of counseling on frequency of changes in career choice. The significant difference was found in favor of Traditional counselees.

(2) The hypothesis of a main effect due to method of counseling on instances of movement within versus outside job families as career choices were made by students was rejected. However, the data revealed that when the frequency of usage of the method was considered, significant sex differences resulted in favor of males both considering, and without regard to the method of counseling to which they had been assigned.

(3) No significant difference between ECES and Traditional counselees were indicated on their expressed feeling of personal involvement except when, with visits ranging in frequency of intervals up to once each six months, Traditional counselees achieved higher scores while the trend was reversed for visits 6 - 12 months apart.

(4) There were no significant differences between the two groups of counselees when (a) frequency of changes in career choice, (b) expressed preference for counseling method, and (c) feeling of flexibility toward the number of jobs within their chosen career fields which they felt would be available to them without additional specialized training.

(5) When the counseling available to them was evaluated in relation to individual schools, significant differences were indicated surrounding assistance available in post high school educational and occupational planning, and overall helpfulness.

Conclusion

Neither Traditional counseling (T.C.) nor Educational Career Exploration (ECES) appeared to be totally adequate in providing vocational guidance and counseling to 'disadvantaged' youth in the Genesee Intermediate School District.

Order No. 74-6062, 272 pages.

A COMPARISON OF AMERICAN INDIAN AND WHITE STUDENT OCCUPATIONAL INTERESTS WITH RESPECT TO FAMILY BACKGROUND FACTORS

Harold Raymond ROBINSON, Ph.D.
The University of Nebraska – Lincoln, 1973

Adviser: Erwin H. Goldenstein

Purpose of the Study

The purpose of this study was to identify and compare the occupational aspirations of rural American Indian and white high school students with respect to grade level, sex, parents' level of formal education, level of family income, and parents' occupational levels. A secondary purpose was to compare occupational aspirations and expectations.

Procedures

The research sample consisted of all the male and female American Indian and white students attending the rural public high schools of Winnebago and Niobrara, Nebraska. There were 186 students in the study, 73 of whom were Indian and 113 white. Of the 73 Indians, 41 were male and 32 female. The white population consisted of 55 males and 58 females.

Students were administered the Kuder General Interest Survey (Kuder Preference Record) and the Pupil Background Questionnaire (PBQ) during April and September of 1972.

Statistical procedures used for analyzing the data consisted of the t test of significance to determine whether significant differences existed with respect to students' KPR scores and family background factors, the chi-square test to ascertain if frequency distributions with respect to students' expressed occupational aspirations and expectations differed significantly, and number and percentage distributions to illustrate descriptive data. The null hypothesis was accepted unless it could be rejected at the .05 level of significance.

Major Findings

1. Significant differences were found on the Artistic and Outdoor scales of the KPR, with Indian students scoring significantly higher than white students in the Artistic category and white students attaining significantly higher Outdoor scores.

2. The Scientific KPR scores of both Indian and white student groups whose fathers were employed in high occupational

classifications differed significantly and were higher than those of Indian and white students whose fathers were employed at jobs in low occupational classifications.

3. Significant differences between the expressed occupational aspirations and expectations of both Indian and white student groups were discovered.

Based on the findings of the study, recommendations were offered which should be potentially valuable to those parents, administrators, teachers, and counselors who are concerned with the educational welfare and vocational development of rural Indian and white youngsters in the high schools of Nebraska. Order No. 73-25,483, 142 pages.

AN INNOVATIVE PROGRAM DESIGNED TO SERVE EMOTIONALLY HANDICAPPED STUDENTS IN A NON RESIDENTIAL VOCATIONAL SCHOOL SETTING

WELLBROCK, Gerald Henry, Ed.D.
University of Cincinnati, 1973

Project Change is a combination of vocational skill training and related counseling services designed to serve the emotionally disturbed through the media of skill development, supportive counseling, extensive screening and referral with individual and group counseling and guidance, and bolstered by agency cooperation and involvement. The objectives of Project Change are twofold: (1) modification of the emotional disturbance to permit employment; and (2) skill progress sufficient for transfer to the regular day school vocational programs to obtain full-time training and subsequent employment in a comprehensive occupation, or skill development and work attitude changes sufficient for employment in a single skill area of specialization within a comprehensive occupation, e.g., drill press operator within the machinist trade.

This model program as designed is conducted four hours a day with a specially trained staff and located in a non residential vocational school setting. It combines the previously agency duplicated services of intensive counseling and skill training into a marriage of professional services for the emotionally disturbed.

The need for such a program was identified through a review of nationally recognized exemplary programs already in operation, designed specifically to serve the handicapped. A 1973 E.R.I.C. search of projects for the handicapped was also conducted, which indicated that no program presently in operation seeks to train emotionally disturbed students of average intelligence for eventual employment, or for transfer to full-time vocational training after modification of the emotional disturbance. Certainly, programs are in existence which seek to serve one or the other facet of those problem situations presented; however, a program which combines counseling services for modification of the emotional disturbance and skill training sufficient for employment or transfer for additional training provided in a non residential setting seems not yet to have been implemented.

Individuals are referred to the program through several avenues such as, agency contacts, school officials, juvenile court, walk-ins, et cetera. Each applicant is eligible for a complete physical and psychological evaluation through the vocational rehabilitation services, which is provided at no cost to the individual, so that the extent of the emotional problem and general intelligence level can be identified. Students must have average or above intellectual level, be diagnosed as a behavior disorder, and be between 16-21 years of age to be considered for the program. A tailor-made program of intensive counseling and skill training is then developed for each individual, and he participates in an initial rotation phase where the student obtains immediate success in each trade area on a preset project basis. After rotation, the student, with the counselor, chooses which area he would like to pursue. While in the program, students are evaluated monthly by means of a special behavior rating chart, which assesses and plots the student's progress toward, or regression from the goals of the program.

This project presents the opportunity for the student to learn a single skill within the following trade areas: Auto Mechanics, Auto Body, Machine Shop, Carpentry, Clerical Training, and Food Service. These particular trade areas offer several employment opportunities for the student; from an area of specialization within a trade, to full-time study for comprehensive training. The areas of specialization include: new car preparation, paneling and dry wall worker, painter's helper, microfilm operator, waitress, salad girl, lubrication and rack man, and drill press operator, to mention just a few. Because of the program's implied flexibility, and the diversified vocational trade areas offered, it is easily modified to fit the local setting in the areas of finances, skill trades offered and the available job market. Order No. 74-8461, 191 pages.